DOCUMENT RESUME

ED 440 237 CE 079 984

AUTHOR	Urey, Donna
TITLE	Redesigning the Current Student Tracking Form. Action Research Monograph.
PUB DATE	1999-00-00
NOTE	16p.; In: Action Research Monographs. Complete Set. Pennsylvania Action Research Network, 1998-99. A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. A Learning from Practice Project; see CE 079 962.
PUB TYPE	Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Action Research; Adult Basic Education; Adult Literacy; *Data Collection; Demonstration Programs; *Educational Assessment; Evaluation Criteria; Evaluation Methods; *Followup Studies; *Literacy Education; Measurement Techniques; Outcomes of Education; Questionnaires; *Student Evaluation
IDENTIFIERS	Pennsylvania; 353 Project

ABSTRACT

A project was conducted to redesign the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education required student tracking form to provide for better student tracking. The Student Intake and Data form supplied by the PDE from program year 1996-97 was used as a point of comparison, and evaluations of this form by teachers and counselors were used as a starting point. In addition, formats from other agencies were reviewed to determine how they collect student data. As a result, suggestions and comments made and data from these forms were used to create a new form that has significantly improved accuracy in data input and has enabled student information to be entered in a much more timely manner. (The original and the redesigned student tracking forms are included in this report.) (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

BUREAU OF ADULT BASIC & LITERACY EDUCATION

able

PENNSYLVANIA DEPARTMENT OF EDUCATION

Special Project

A Learning From Practice Project

Action Research Monograph

ED 440 237

PENNSYLVANIA ACTION RESEARCH NETWORK
1998-99

Monograph Title:

Redesigning The Current Student Tracking Form

Action Researcher's Name:

Donna Urey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

For further project detail contact:
The Pennsylvania Action Research Network
c/o Adult Education Graduate Program
Penn State University, McKeesport Campus
University Drive
McKeesport PA 15132

CE 079 984

A Section 353 Project of the
Pennsylvania Department of Education,
Bureau of Adult Basic and Literacy Education

Contact State Literacy Resource Center for Additional copies.

This monograph is a result of a Learning From Practice project developed by The Pennsylvania State University, under support from the U.S. Department of Education, through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education; however, the opinions expressed herein do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

BEST COPY AVAILABLE

PRODUCT

"Pennsylvania Action Research Network:
Staff Development Through
Six Professional Development Centers"

Project Number 099-99-9010
July 1998-June 1999

Project Director
Dr. Gary Kuhne
Assistant Professor and Regional Director of Adult Education
The Pennsylvania State University

Note: Action Research is a process of systematic inquiry credited to Kurt Lewin who popularized it in the U.S. in the 1940"s. Today it is considered a system of qualitative research. Typical of action research, none of the individual projects in this monograph series claims to have generalizable application beyond the specific project described. However, each monograph report can serve to be illustrative, instructive and provides the potential for replication in other locations. For a level of generalizability, it is recommended that the reader seek common patterns in the monograph reports in this series, and the wider literature, or contact the Action Research Network for assistance in this.

I. ABSTRACT

My project, Redesigning the Current Student Tracking Form, was based on ineffective student tracking information for our program use and Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education required submission. Midwestern Intermediate Unit IV Adult Education Programs include an ABE program, a GED program, a Prison GED program and two JTPA programs.

I used the Student Intake/Data form supplied by PDE from Program Year 1996-97 as a point of comparison and used evaluations of this form from teachers and counselors as a starting point.

I reviewed formats from other agencies and determined how they collect student data. In compiling this information, I used the data, suggestions and comments that I thought would best meet our requirements.

I'm pleased with the end result because it has significantly improved accuracy in data input and has enabled me to enter student information in a much more timely manner.

II. PROBLEM

We submit student data to Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education for Midwestern Intermediate Unit IV's Adult Education Programs - including an ABE program, a GED program, a GED Prison program and two JTPA programs. Due to PDE's requirements for student data submission, an improved student data intake is necessary to collect student information in the most effective and timely manner. Also, there are many changes in data submission due to LitPro. It is important to me to collect the student data with the most efficient method for data entry on LitPro. The information from the intake should follow the format of the software program.

The need for an improved student data form can been seen in the layout of the old tracking form. It is hard to complete, missing pertinent information due to LitPro and PDE requirements and needs more complete information.

III. PLANNING

I began the process by announcing the need to redesign the current tracking form at a

November, 1997, staff meeting. I asked for input and suggestions from teachers and counselors as to what should be included, deleted or changed on the current form. I also received information from other agencies about the format they use to collect student data. I thought there might be a problem with staff in changing forms in the middle of a contact year, but they all agreed there was a need for an updated form. When submission of the new form began, there were some problems with completing all of the information requested because periodic attendance reports were due to PDE and all the assessment information was not available. Hopefully, in the new contract year, this problem will be solved.

I checked with the Lawrence County GED test administration program to determine the required scores for the GED practice test and the actual GED test that should be reported on the intake and exit forms for accurate LitPro reporting. This was a major stumbling block that'Iím happy to say has been clarified.

IV. ACTION

I was able to discuss and evaluate the ongoing changes in the tracking form with our program administrator, teachers and counselors. Each draft of the form was implemented with changes and corrections suggested by teachers and counselors. There were also required changes made due to LitPro updates. I received an announcement via e-mail on May 24, 1999, that another update of LitPro software is scheduled for release on June 1, 1999.

V. RESULTS

The result is that we have a much more efficient student tracking system. This is evident in our ability to meet PDE reporting requirements regarding enrollment, attendance and assessments. It is also important to our in-house program to track attendance by sites, enrollment requirements and assessment gains. We can pass along accurate information teachers and counselors by site and program. (See Appendix)

VI. REFLECTION

The longer our new forms are in use, the more familiar we will all become, making the forms and the LitPro software program a reliable tracking system for our program needs and PDE

requirements. This has been a rewarding experience for me in that I feel I have made a genuine contribution to the Midwestern Intermediate Unit IV's adult education program in making student tracking more efficient and data submission to PDE accurate and complete.

APPENDIX

A. Original Form

B. Redesigned Form

Data Base Record No. /_/_/_/_/_/

PROGRAM YEAR 1997-98

Program No. /_/_/_/_/_/_/_/ (CONTRACT)

Month of Enrollment (number) ___/___/ (MOYR)

Name and designated code of the class or tutoring site

Site _____ Class Code C/T /_/_/ (CLASSCOD)

A

PENNSYLVANIA DEPARTMENT OF EDUCATION

Bureau of Adult Basic and Literacy Education

Student Intake/Data Form

*(Use only for direct computer entry, **DO NOT SUBMIT**)*

This form is intended for internal use by programs submitting their student data on floppy disk. Make any modifications that are required and photocopy for distribution to the teachers and tutors. These forms are not to be used to submit data directly to the Bureau.

The common practice has been to complete the first part of the form when the student enrolls. The second section is then completed when the student leaves the program. Because we require completion information at the end of the program year even when the student continues past June, agencies may wish to attach multiple copies of the second page for subsequent years. Carbon copies are no longer necessary because you will not be submitting these forms to ABLE.

1. Name _____ (SURNAME)
   (Last) (First)
2. Social Security Number /_/_/_/_/_/_/_/_/_/ (SS)
3. Home Address: Number & Street _____

   City_____ Zip Code _____(ZIP)
4. Telephone _____ _____ OK to call _____ OK to mail
5. County /_/_/ (2 digit code) (**COUNTY**)
6. School District /_/_/_/_/_/ (See instructions for code) (**SCHLDIST**)
7. Sex: 1. ___Male 2. ___Female (**SEX**) 9. Race: ____ (see instructions for numeric code) (**RACE**)
8. Student's initial entry level in this program. (**LEVEL**) Check one level only (see instructions):

   1. ___Preliterate ESL 0-1 4. ___Advanced ESL 9-10 7. ___Intermediate ABE 6-8
   2. ___Beginning ESL 2-4 5. ___Preliterate ABE 0-1 8. ___ABE 9-12
   3. ___Intermediate ESL 6-8 6. ___Beginning ABE 0-4 9. ___ GED Prep
9. Date of birth ___/___/___ Month / Day/Year. (**BIRTHYR**)

BEST COPY AVAILABLE

A

10. Student household status (enter one). (MARITAL)

___ 1. Head of a Single Parent Household
___ 2. Head or Spouse (Partner) of 2 Parent Household
___ 3. Head or Spouse (Partner) - No Dependents
___ 4. Dependent Member of Household
___ 5. Living Alone
___ 6. Living in Group Quarters

11. Number of Dependents Under 18 / / / (DEPENDTS)

15 a. At time of enrollment student is (check one--see instructions) (EMPLOYMT)

1. ____employed 2. ____unemployed/available for work 3. ____ not employed/not available for work

b. At time of enrollment does the student receive public assistance? ____Yes ____No (ASSIST)

c. At time of enrollment student is (check ALL that apply--see instructions)

____handicapped (HANDICAP) ____institutionalized (INSTITUT) ____homeless adult (HOMELESS) ____an immigrant (IMMIGRNT)

____limited in English proficiency (NELP)
____enrolled in other Federal training or educational program (PIC, etc.) (OTHERFED)
____displaced homemaker (DISPHOME)

16. Circle last grade of school completed: (LSTGRADE)

00 01 02 03 04 05 06 07 08 09 10 11 12

Special Education 13 Non-English Diploma 14 Post-High School Study 15

17. How did student find out about this program? (check only ONE): (FINDOUT)

___01. School Board, IU, School announcement
___02. Newspaper, radio, TV
___03. Handout, mailed leaflet
___04. Sign, billboard, phone book (not in school, worksite, agency)
___05. Relative, friend, acquaintance
___06. Employer/union-worksite announcement
___07. Previously studied ABE/GED or Adult Literacy
___08. School/college counselor/teacher
___09. Institution (group home) personnel
___10. Library/other independent
___11. Community agency/human service agency
___12. Clergy/church group
___13. PIC/JTPA SPOC program
___14. Rehab. Counselor, caseworker, OES job service
___15. Court: Probation, parole, etc.
___16. Military recruiter
___17. Political/public official
___18. Other (none of the above

18. Major reason for participating in program (check only ONE): (MAJREASN)

1.____ to improve job prospects
2.____ to learn better English
3.____ to obtain driver's license
4.____ to obtain citizenship
5.____ to get diploma or certificate
6.____ to qualify for training military
7.____ to read to or help children with homework
8.____ social acceptance, self satisfaction
9.____ qualify for college, business school
10.____ required by probation, welfare, parole
11.____ to achieve competency in reading/spelling, etc., with no specific purpose in mind
12.____ to achieve competency in math
13.____ other (none of the above)

BEST COPY AVAILABLE

A

Section Two: Completions and Impact Data (to be filled out at end of student's program or at the end of the Program Year)

19. How many hours of instruction did this student receive during this program? /___/ (INSTRHRS) (Round Fractions)

20 Other contact hours (counseling, assessment, etc.) /__/ (CONTACT) (Round Fractions)

COMPLETION AND EARLY SEPARATION DATA

21. For the entry level (ESL, 0-4, 5-8, or 9-12) indicated in Item 7, Copy One, check one of the following: (TERMSTAT)

1. ___ Completed and moved to higher level (Student completed level in which enrolled and re-enrolled in a higher level).
2. ___ Completed (Student completed level of instruction in which enrolled; no subsequent enrollment in higher level).
3. ___ Continued (Student attended instruction throughout the program; still progressing at same level).
4. ___ Early Separation (Student did not complete level of instruction in which enrolled and separated before end of program).

22. EARLY SEPARATIONS: If "Early Separation" is checked above, please indicate the primary reason for the student's early separation from this level. (Consult instructions section and enter one 2-digit number. NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves before the program ends.)

_____ (SEPREASN) Additional comments: _____

23. Circle the number of Grade Levels or ESL levels the student advanced.

0 1 2 3 4 5 6 7 8 9 (GRDADVNC)

24. If the student has been tested, please complete the following: (See Instructions)

Name of pre-test or pre-assessment _____

a. Code /__/ (See instruction for Code)(PRETEST)

b. Pretest month _____ (PREMONTH)

c. Subjects: R Reading; M Mathematics; C Combined. (PRESUBJ)

d. Test score type: __ 1. Grade Level. 2. GED test. 3. MELT. (PRETYPE)

e. Test score equivalent /___/ (to nearest tenth) (PRESCORE)

Name of post-test _____

a. Code /__/ (See instruction for Code) (POSTCODE)

b. Post-test month _____ (POSTMNTH)

c. Subjects: R Reading; M Mathematics; C Combined. (POSTSUBJ)

d. Test score type: __ 1. Grade Level. 2. GED test. 3. MELT. (POSTTYPE)

e. Test score equivalent /___/ (to nearest tenth) (POSTSCOR)

BEST COPY AVAILABLE

25. IMPACT DATA: ACHIEVEMENT OF PROGRAM PARTICIPANTS

You must check at least one, but check as many as appropriate.

Educational

___ Improved basic skills for personal satisfaction and increased self-confidence. (IMPRVBSK)
___ Completed ABE Level I (0-5), ABE Level II (6-8), or GED Prep. (9-12) (LEVL1IMP)
___ Completed Beginning ESL. (ESL1COMP)
___ Completed Intermediate ESL. (ESL2COMP)
___ Completed Advanced ESL. (ESL3COMP)
___ Improved, reading, writing, and math skills. (LEVL1IMP)
___ Obtained an adult high school diploma. (HSDIPLOM)
___ Passed the GED test. (GEDP)
___ GED test taken; results not received. (GEDT)
___ Learned the English language (for participants whose primary language is not English) (ENGLLANG)
___ Entered another education/training program. (OTHREDTR)

Societal

___ Received U.S. Citizenship. (USCITZN)
___ Registered to vote or voted for the first time. (VOTED)
___ Received driver's license as a result of program. (DRIVER)
___ Referred to agencies (other than educational) for needed services. (AGENCYRF)

Economic

___ Obtained a job. (JOB)
___ Obtained a better job or salary, or secured job retention. (BTRJOB)
___ Was removed from public assistance. (OFFPUBAS)
___ Met personal objective. (METPOBJ)

Other Outcomes

___ _____
___ _____
___ _____
___ _____
___ _____

I certify that this Information is correct.Completed by _____
(initials)

BEST COPY AVAILABLE

Adult Basic and Literacy Education
Midwestern Intermediate Unit IV
STUDENT INTAKE/DATA FORM

B

Basic Information:

Name: _____ Social Security #: __ __ __ / __ __ / __ __ __ __ Birthdate: __ / __ / __

Address: _____ City/State/Zip: _____

Telephone #: __ __ __ - __ __ __ - __ __ __ __ OK to Call: Yes☐ No☐ OK to Mail: Yes☐ No☐

County Code: __ __ (2 digit code) School District Code: __ __ __ __ __ (5 digit code)

Enrollment date: ___ / ___ / ___ Site: _____ Site No. ___ - ___ ___

Sex: Male ☐ Female ☐ Race: _____ (see instructions for numeric code)

Program Information:

Student Initial Entry Level: (check one)

Preliterate ESL 0-1		Advanced ESL 9-10		Intermediate ABE 5-8	
Beginning ESL 2-4		Preliterate ABE 0-1		ABE 9-12	
Intermediate ESL 6-8		Beginning ABE 2-4		GED Prep	

Student Household Status: (check one)

Head of a Single Parent Household		Head or Spouse (Partner) of 2 Parent Household	
Head or Spouse (Partner) – No Dependents		Dependent Member of Household	
Living Alone		Living in Group Quarters	

Number of Dependents under 18 Year of Age: __ __

At time of enrollment the students is: (check one)

Employed	
Unemployed/available for work	
Unemployed/unavailable for work	

Education:

Last grade of school completed: __ __ Special Education ☐ Post-High School Study ☐

Previous GED test results: _____ Date: _____

BEST COPY AVAILABLE

Other Information:

B

How did student find out about this program? (check one)

School Board, IU, School Announcement		Library/Other Independent	
Newspaper/Radio/TV		Community Agency/Human Services Agency	
Handout/Mailed Leaflet		Clergy/Church Group	
Sign/Billboard/Phone Book		PIC/JTPA SPOC Program	
Relative/Friend/Acquaintance		Rehab Counselor/Caseworker/OES Job Service	
Employer/Union-Worksite Announcement		Court: Probation, Parole, etc.	
Previously studied ABE/GED or Adult Literacy		Military Recruiter	
School/College counselor/teacher		Political/Public Official	
Institution (group home) Personnel		Other (explain)	

Major reason for participating in our program: (check one)

To improve job prospects		Social acceptance/self-satisfaction	
To learn better English		Qualify for college/business school	
To obtain driver's license		Required by probation/welfare/parole	
To obtain citizenship		To achieve competency in reading/spelling	
To earn diploma or certificate		To achieve competency in math	
To quality for military training		To reading or help children with homework	
Other (explain)			

At time of enrollment is the student:

Receiving Public Assistance	Yes ☐	No ☐
Handicapped	Yes ☐	No ☐
Institutionalized	Yes ☐	No ☐
A Homeless Adult	Yes ☐	No ☐
An Immigrant	Yes ☐	No ☐
ESL	Yes ☐	No ☐
A Displaced Homemaker	Yes ☐	No ☐
Enrolled in Federal Training or educational program	Yes ☐	No ☐

Pre-Test Information:

TABE LOCATOR: Date: ____/____/____

Subtest	# Correct
Reading	
Math	
Language	

TEST INSTRUMENT ADMINISTERED: TABE

Complete Battery: ☐ Survey: ☐

Form: _____ Level: _____

Date: ____/____/____

Subtests	Raw (NC)	Scaled Score	Grade Equiv.
Reading			
Math Comp			
Applied Math			
Language			
Spelling			

OFFICIAL GED PRACTICE TEST:

Date: ____/____/____

Subtest	Raw (NC)	GED Std. Score
Writing		
Social Studies		
Science		
Literature & Arts		
Math		
COMPOSITE		

Revised 5/24/99

BEST COPY AVAILABLE

B

Section Two: Completion and Impact Data
(To be completed at the end of student's program
or at the end of the program year)

Completion and Early Separation Data

Name: _____ Site: _____

How many hours of instruction did this student receive during this program? ___ hours

Other contact hours (counseling, assessment, etc)? ___ Achieved Personal Goal? Yes ☐ No ☐

Exit Status (check one)

Completed level and left		Completed goal and left	
Continued to higher level		Continued to next level	
Continued, same level or goal		Separated early	

Early Separation Reason (check one)

To take a job (unemployed at time of enrollment)		To take a better job (employed at time of enrollment)	
Released from institution or transferred to another institution		To enter a training program	
Moved from the area		Health problems	
Transportation problems		Child care problems	
Family problems		Time class is scheduled	
Location of class		Lack of interest; instruction not helpful to participant	
Financial problem		Information unavailable	
Other (explain)			

Testing Information

Grade Levels Advanced? ___

If the student has been post-tested, please complete the following?

TEST INSTRUMENT ADMINISTERED: TABE

Complete Battery: ☐ Survey: ☐
Form: _____ Level: _____
Date given: ___ / ___ / ___

Subtests	Raw (NC)	Scaled Score	Grade Equiv.
Reading			
Math Comp			
Applied Math			
Language			
Spelling			

Official GED Practice Test: ☐
Actual GED Test: ☐
Date: ___ / ___ / ___

Subtests	Raw (NC)	Scaled Score	Percentile Rank (if applicable)
Writing			
Social Studies			
Science			
Literature & Arts			
Math			
COMPOSITE			

BEST COPY AVAILABLE

Impact Data: Achievement of Program Participants

B

Please check at least one in each section, but check as many as appropriate.

Educational:

	Passed the GED test
	GED test taken; results not received
	Obtained high school diploma
	Entered another educational/training program
	Entered the military
	Other (Explain)

Societal:

	Received U.S. citizenship
	Registered to vote
	Voted for the first time
	Received driver's license as a result of the program
	Other (Explain)

Economic:

	Gained employment
	Secured advancement with employment
	Was removed from public assistance
	Other (Explain)

Personal:

	Read more to children
	Greater involvement in schooling of children
	Other (Explain)

I certify that this information is correct.

Completed by: _____

BEST COPY AVAILABLE

Revised 5/24/99